

Designing Effective Remedial English Course Module for the Needy Students

Konara M Dissanayake

Wayamba University

<Konara.md@gmail.com>

Abstract – Existence of inseparable connection between poor English language proficiency level and lower academic performance of university students is an obvious fact. An identifiable minority of students is unable to reap the benefits of diverse language treatment programmes available in the university and hence they are always far behind their counterparts due to lack of required English language proficiency. Existing available language courses do not address the authentic language needs of these students. Due to insufficient research, a hiatus exists in the realm of designing remedial English language courses for the weaker students. Therefore, identification of authentic language needs of weaker students is a prior requirement to develop remedial tailor-made English language course modules. This paper reports the special language needs of weaker students of a medical faculty in a state university of Sri Lanka. Research of this sort which addresses the English language needs of weaker students may help to improve the quality, standard, and relevance of the higher education courses done in English medium. This is a qualitative descriptive research and the relevant data has been generated by random sample case studies by administering open-ended questionnaires. Results indicate many of the weaker students require improving speaking skills in English in order to earn marks for oral presentations. This research which focuses on designing remedial courses for the weaker students will be an eye-opener for curriculum designers, material developers, and policymakers to develop effective language teaching modules.

Keywords: weaker students, remedial course, effective course module